



English I

Expository Scoring Guide

March 2017

English I

Expository Prompt

Read the information in the box below.

The national publication *USA Weekend* began sponsoring Make a Difference Day in 1992 in partnership with the HandsOn Network. On the fourth Saturday in October, everyone is encouraged to gather with friends and neighbors to help fill a need in their community. Millions of Americans participate every year.

Working together can be one of the most effective ways to improve the quality of people's lives. Think carefully about this statement.

Write an essay explaining one way that people can work together to make a difference. Be sure to —

- clearly state your thesis
- organize and develop your ideas effectively
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

Score Point 1

The essay represents a very limited writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the explanatory task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.
- ❑ Most ideas are generally related to the topic specified in the prompt, but the thesis statement is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.
- ❑ The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

Development of Ideas

- ❑ The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient.
- ❑ The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer's word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay.
- ❑ Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.
- ❑ The writer has little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

Work together to make a difference?" "I can do that," Jody said. "That looks like fun," Sarah said excitedly. "Let's do this, let me see that flyer," John said to Jody.

The flyer read "The Clean up, team up challenge." come out to National Park and have some fun. We all woke up bright and early Saturday and walked to the park. A man stood at the entrance giving us participant bands.

When we got in there we saw a lot of new faces. They put us into teams and explained what we had to do. We had to pick up trash and recycle, put them into our large garbage bags that the leader was holding.

At the end whoever had the most trash won. We all talked and got to know each other as we were picking up trash. Suddenly, both teams came across the same piece of trash at the same time. Both teams wanted it, but we felt as if they needed it more. It wasn't worth arguing over.

When we got to the end we counted our trash. The blue team won which wasn't us. Sadly, we were red, both teams got prizes though. We all as a community camped out, enjoyed ourself and worked as a team. That was the importance.

Score Point 1

In this very limited writing performance, the writer uses a narrative strategy—a story about some friends working together on the “clean up, team up challenge”—to address the topic of working with others to make a difference. However, the details the writer chooses to include serve only to advance the story line and are therefore not suited to the purpose and specific demands of the prompt. The student provides no thesis, resulting in an organizing structure that is inappropriate to the explanatory task.

WORKING together we can make a difference.
A group of more than just one person, there
is more opinions and more ideas on how to
help to make a difference. Working together
gives more support. More people are involved
and give confidence to each other to strive
to success. Other people in the community
might like the idea and are willing to support
and work together, to reach their goal to
make a difference in the community. The more
people that is involved the more better they
can make to change and make a difference
and improve the quality of people's lives.
It would make a good impact on the
people's lives. People can make a difference.

Score Point 1

In this response, the student provides ideas that do not satisfy the specific demands of the prompt. Instead of explaining one way that people can work together to make a difference, the student provides general ideas about the possible effects of working together with no sentence-to-sentence connections or transitions. Since there is no thesis statement, it is unclear what the writer is attempting to explain. Overall, the response reflects a very limited writing performance.

When you have someone to help you it makes a big difference. Example if you have to clean your room or the house or someone's yard it won't take as long it will get done faster. Also when you do anything hard make sure you have someone with you so you can get it done and over with. Then you don't take as long because you have someone with you. Work together to make a difference. You can get things done. Make sure you have someone with you so you get it over with and done.

When you don't have anyone then it will take forever. Might as well take your time or you could go get someone. If you are one of those people that like to do things yourself then go right ahead. You will be there all day all night. If you wanna get something done then go get somebody. That's why it makes a big difference to have someone with you. Next get stuff done you gotta do things right so get it done. That is why it makes a difference.

Score Point 1

In this very limited writing performance, the absence of a functional thesis statement results in an essay that lacks purposeful direction. The writer begins by stating that “when you have someone to help you it makes a big difference.” The repetition of this idea (“When you have to do anything hard . . .,” “If you wanna get something done then go get somebody”) causes serious disruptions in the flow of the essay. The writer attempts to address the prompt topic of working together; however, the response’s repetition and vague examples reflect a lack of understanding of the expository task. Additionally, sentences such as “next get stuff done you gotta do things right so get it done” are awkward and poorly controlled, contributing to the ineffectiveness of the essay.

My community park looked horrible leaves every where no flowers you couldn't see the ground because there were so many leaves so one day i started raking and chopping up the ground for a garden. pretty soon my neighbors were helping me clean it up then by the end of the week the whole neighborhood by that month we fixed everything the park looked brand new then we started hosting barbques football games and every thing my point is all it takes is one person to rally every one to do some good for everyone.

Score Point 1

In this response, the writer reflects on a time when the neighborhood came together to clean up the community park. Although this personal anecdote relates to the topic specified in the prompt, the writer demonstrates no command of sentence boundaries and is therefore unable to effectively communicate an explanation. This lack of command creates serious disruptions in the fluency of the essay. The writer places numerous ideas together without using punctuation to distinguish where one idea begins and another ends. Holistically, this essay is representative of a very limited writing performance.

Score Point 2

The essay represents a basic writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the expository task.
- ❑ Most ideas are generally related to the topic specified in the prompt, but the writer's thesis statement is weak or somewhat unclear. The lack of an effective thesis or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.
- ❑ The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.

Development of Ideas

- ❑ The development of ideas is minimal. The essay is superficial because the writer uses details and examples that are not always appropriate or are too briefly or partially presented.
- ❑ The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer's word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay.
- ❑ Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.
- ❑ The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.

To make a difference is a lot like scoring a touch down you need teamwork. Having a team can help making a difference a whole lot easier by using teamwork. It's obvious that one person versus two is unfair, so to make a difference a lot of people for your cause the more teammates you have the better chance you have to make a difference. Say you have five people complaining about a road in your subdivision, but no one does anything to fix the road try and convince some neighbors to file complaints lets say you got fifty people complaining to the city to fix the road and the next day they start construction on the road. Team work was the key if you have a cause and you don't know where to start try getting a team. When people work together you can get anything done just think what you could do to make a difference in your community. Whether it be charity work recycling or your cause you can do it together.

Score Point 2

In the second sentence of this basic writing performance, the writer provides a thesis stating that “Having a team can help making a difference a whole lot easier by using teamwork.” To develop this idea, the writer explains how strength in numbers can help a group working toward a common goal. An appropriate but only minimally developed example about a group of people joining together and petitioning the city is provided as support for the thesis. Several awkward sentences and phrases weaken the effectiveness of the piece; however, the student is able to demonstrate a partial control of sentence boundaries, and the awkwardness in the essay causes only minor—rather than serious—disruptions to the response.

Johnathan had come up with a brilliant plan. He wanted to see if his student Council would help out cleaning highways. He told the student co. president about his fun new project he wanted to get started on. They quickly approved it. They had fun while cleaning. It benefited the earth, they cleaned bottles to food wrappings. It made a difference to the environment and the animals in it.

People working together, such as Johnathan & his student co. can make a difference. It could be making a difference in someones life, or to the environment. People can work together and make a difference in someones life. They can change someones life by making a trip to a homeless shelter and donating food or clothing.

People coming together trying to make a difference isn't hard. Its a good deed people do for others. Taking out their time to help others. People working together can help in many ways, any of those ways could make a positive difference.

Score Point 2

The writer of this response presents the thesis that people working together can make a difference in someone's life or environment. The writer begins this piece by discussing Johnathan, a teenager who approaches his student council president with a plan to clean up the highways. In the second paragraph, the writer transitions from a brief anecdote about helping the environment to a superficially developed example of "making a difference in someone's life." This essay reflects a basic writing performance because the examples only minimally explain the thesis.

Lacrosse has been one of the sports that I have really enjoyed playing. I started in 4th grade and have been going along with it until 9th grade. For the past 6 years our team has been the vipers.

Our team has been doing really well this season. We have won the championship, which required a lot of teamwork. If your team has teamwork you are moving to the road of success. The championship brought us to Utah. We won the whole thing in Utah because we all cheered each other on and we passed the ball around. Teamwork is a huge thing in lacrosse.

So, overall teamwork has brought us super far for our lacrosse team. It has made our team way more confident when we are playing games. Our team has been going down the right road.

Score Point 2

The writer of this basic writing performance presents a generally favorable view of teamwork using the school lacrosse team as an example. Although the thesis is not clearly stated in the introduction, the writer provides a functional thesis in the second paragraph: “If your team has teamwork you are moving to the road of success.” The organizing structure is evident; however, only some of the information pertains to teamwork. At times, the writer includes irrelevant information, resulting in development that only partially supports the thesis. For example, the detail about starting in 4th grade and playing through 9th grade does not support how people work together to make a difference on a team. The word choice is general (doing really well, super far, way more confident) and does little to contribute to the quality and clarity of the essay.

I think people can make a difference working together by being better, faster and bigger to help others. There are many independent people in the world that don't like to work with others but have been helped by a group. Others just love and thrive working together with other people.

- One place where "people" have worked together to create a greater result is "Avatar". In Avatar all the "Na'vi" got together with all the clans to get rid of the "sky people" or humans. That team effort made the humans go back home and leave the native people alone once and for all.
- Another example of people that worked together is during the American Revolution against Britain. The American's army was all full of farmers that wanted to defend their country. All of them got together and with help of the French they beat the British so they would leave our land.
- Working together makes a big difference in the world and is important to do it to benefit off of it.

Score Point 2

In this response, the writer opens with a broad thesis stating that "people can make a difference working together by being better, faster and bigger to help others." The writer utilizes two examples, the movie *Avatar* and the American Revolution, to explain this thesis. In both examples, the development of ideas is minimal because the writer briefly summarizes the events with little effort to connect the paragraphs or examples to each other beyond a perfunctory transition. Each example supports the thesis in a general sense, but both examples are only minimally developed. The writer concludes with a general statement that does little to unify the response. Overall, this essay represents a basic writing performance.

Score Point 3

The essay represents a satisfactory writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task.
- ❑ The writer establishes a clear thesis statement. Most ideas are related to the thesis and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.
- ❑ The writer’s progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.

Development of Ideas

- ❑ The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay.
- ❑ The essay reflects some thoughtfulness. The writer’s response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer’s word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay.
- ❑ Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay.
- ❑ The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.

Everyday, communities are faced with challenges that force each other to work together. When people come together for a purpose, miracles can happen.

Everyone has ideas that can contribute to prosperity and greater good. If multiple people with similar goals work together, they can accomplish this goal quicker and more efficiently. A simple illustration of this is Henry Ford's assembly line. Workers form a line that will add parts to the car one at a time. In this way, more people would have jobs and the larger goal could be completed more swiftly. A bigger example of this is the American revolution. A few angry colonists couldn't beat the British army. However, a gigantic group of angry colonists could. The militia slowly but surely beat the British and won America's independence. This goes to show that there is strength in numbers. If people work together to improve our daily lives, wonders will occur. Things that some never thought possible will happen in an instant. Society can conquer all forms of evil if we all work together.

Simply put: people are stronger together. This has been clear to humankind for eons. When we all come together for a common goal, we can achieve unimaginable greatness.

Score Point 3

In this satisfactory writing performance, the writer provides an explanation focused on how “simply put: people are stronger together.” The student attempts to provide specific concrete support for a mostly philosophical discussion of how “there is strength in numbers.” Henry Ford’s assembly line workers and a “gigantic group of angry colonists” are referenced to illustrate how working in a larger group can help people achieve shared goals. The examples, although concise, are appropriate and add some substance to the composition. Overall, the essay flows well, and the sentence-to-sentence connections support the fluency of the response, show the relationships among ideas, and establish a clear expository tone. The word choice (“everyone has ideas that can contribute,” “communities are faced with challenges”) is specifically related to the idea of working together. Additionally, the conclusion of the essay adds some thoughtfulness to the piece.

When working alone on a task, it might be really hard to do. When you have multiple people helping you the task then become easier than before. When working alone, little can be done but when working together every thing can be done.

On the Texas football team, they have line men, backs, and receivers. The linemen block so the backs can run the ball or pass it to a receiver so they can get a touchdown. The receivers also block if they have nothing else to do. If everyone was just doing their own thing, then nothing would be accomplished. Everyone has to work together to get their main goal accomplished, like in football, getting a touchdown.

In World War II every soldier had a job. Infantry had to be on the ground distracting the enemy, so other soldiers could get their main goal accomplished. Para troopers would fly in and save the infantry if they needed help. Reinforcements would help every one out. If they did all of their own thing, nothing would get accomplished. Everyone must be informed of what other teams are doing so they could help or let them down what they had to. Without team work nothing would matter.

Score Point 3

In this essay, the writer states that “when you have multiple people helping you the task then becomes easier than before.” To explain this thesis, the writer offers appropriate examples about the Houston Texans football team and the soldiers who fought in World War II. Although the student does not provide a transition to connect the examples, the specific details in each section, such as “the linemen block so that the backs can run the ball and pass it” and “paratroopers would fly in and save the infantry if they needed help,” add substance to the piece by clarifying how individuals can contribute to a larger effort. The details and the sentence-to-sentence connections within each paragraph help this writer achieve a satisfactory writing performance.

I think one way people can work together to make a difference is with the establishment of litter patrols. Litter Patrols are groups of volunteers who take either daily or weekly shifts who go out once a day or one a week to go around the neighborhood picking up trash on the ground. How much time they're out their depends on the neighborhood. If you live in a small gated community with only twelve units you might be out there for only less than twenty minutes, but if you live in a large urban neighborhood with three apartment buildings, you might have to be out there for at least an hour. But don't think of just the commitment, think of all the advantages. The cleaner streets will make it safer and cleaner for kids to play. It will bring neighbors together through a common goal. Plus the property value will go up if the neighborhood looks well tended to which improves the selling market. It all starts with getting outside. It all starts with picking up that one piece of trash. It all starts with you.

Score Point 3

In this satisfactory writing response, the writer focuses on one specific way that people can work together to make a difference: the establishment of patrols that collect litter. This organizational strategy is appropriate and responsive to the specific demands of the prompt. The writer is able to develop the essay with some substance by maintaining focus on one idea. A specific example explaining a positive outcome (the property value will go up if the neighborhood looks well tended to) emphasizes and supports the thesis. Although the word “litter” is misspelled throughout the piece, the writer’s control of English writing conventions is adequate. Overall, the writer demonstrates a good understanding of the expository task.

When you look around you can see people helping other people, and people working together to reach a goal. You can also see people standing away from the crowd; independently. But, what if we brought all these people together? Working together can really change peoples lives, and I believe that the only way to be truly happy is to help make other people happy.

I was born two months early, and almost didn't survive because my body hadn't developed enough, and my heart wasn't beating correctly. But, I made it because of a wonderful charity organization called March of Dimes. March of Dimes helps babies all over the world that were born early, or were born with life-threatening diseases. Every year March of Dimes gets together and sells beanie babies, the beanie baby money goes to the organization which then goes to hospital funds to help. They also do the Walk of Dimes which is when they gather up a lot of people who then walk for the babies in need. This organization has really made a difference in millions of lives.

You can really change someone's life by working together, and I believe that when you do that it makes people happy which in turn causes you to be happy.

Score Point 3

The writer of this response begins with a somewhat thoughtful introduction, immediately establishing a tone that is appropriate to the expository purpose. The student establishes a clear thesis that states that “working together can really change peoples lives, and I believe that the only way to be truly happy is to help make other people happy” in the last sentence of the introduction. The writer uses a personal anecdote to substantiate the thesis, explaining in detail what the “March of Dimes” is and how the organization makes a difference. The response is focused and progresses logically. Overall, the essay demonstrates a good understanding of the expository task.

Score Point 4

The essay represents an accomplished writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the expository task.
- ❑ The writer establishes a clear thesis statement. All ideas are strongly related to the thesis and are focused on the topic specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.
- ❑ The writer’s progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer’s train of thought easy to follow.

Development of Ideas

- ❑ The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay.
- ❑ The essay is thoughtful and engaging. The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer’s word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. The word choice strongly contributes to the quality and clarity of the essay.
- ❑ Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.
- ❑ The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.

Every Tuesday morning, on my way to school, I see practically every house with a blue recycling bin along side the regular green trash can. The recycling bins are all so full, that the lid won't even close all the way. A dedicated neighbor had sent a flyer to the entire neighborhood to promote recycling. He would weigh each and every recycling bin, and the house with the heaviest bin will receive a gift card. Even though saving the environment might not be the sole reason why some neighbors are recycling, this recycling competition going on has increased our neighborhood's recycling output exponentially. Seeing how effective a little competition could be, I tried a similar method with my friends.

I challenged a large group of my friends to recycle. Each person would have their own box, and the person with the heaviest box would also get a gift card. After a month or two, my friends invited their friends to the competition we had and we nearly had our entire school recycling! Everyone donated a small amount of money to ante up the prize. Rather than weigh one box per person, everyone had at least three full boxes, quite a jump compared to the initial amount when I had started the competition.

One person has a small chance of making a huge difference. It's not impossible, but highly unlikely. Not everyone can be recognized by the press and gain publicity for their contributions and efforts. A group of people can do so much more. They can get more done and make a difference. Recycling, in this case, started off as one person recycling a couple of pounds, then grew to practically a whole community recycling a couple tons. People working together can make a difference.

Score Point 4

In the last paragraph of this accomplished writing performance, the student presents the idea that people working together can “get more done and make a difference.” As support for this idea, the writer focuses specifically on an anecdotal example that illustrates how efforts to recycle are more effective when the undertaking is shared by more participants than just one individual. The strong transition “seeing how effective a little competition could be, I tried a similar method with my friends” effectively links the neighbor’s efforts to the efforts of the student while narrowing the focus of the essay and moving the response forward. In the second paragraph, the student provides a personal experience with recycling, adding to the development and strengthening the sentence-to-sentence connections and fluency of the piece. In the final paragraph, the student continues to use strong transitions that add to the overall unity of the essay, allowing the student to tie recycling to the broader theme of working together to make a difference. This response is effectively organized, maintains a clear explanatory tone, and demonstrates a thorough understanding of the expository writing task.

The world is flawed with imperfections everywhere. Some people want to see change but do nothing to start change. Some people actively advocate change and put effort into improving our world, but to no avail. Sometimes the only thing to make a difference is cooperation.

Africa is by far the poorest region on earth. Its state is discussed all over the world. One organization has set out to truly help improve its state of poverty. Comic Relief sponsors a day called Red Nose Day. On Red Nose Day, celebrities and other influential people do spontaneous things for money like shaving their heads, hosting a city-scale bake sale, and submitting themselves to public humiliation all in order to raise money to fund improvement in healthcare in Africa. However, the key to Comic Relief's success is their teamwork. Red Nose Day would not be as efficient or effective with only one person putting forth effort. The organization is supported all throughout Europe with help and involvement from leaders of Great Britain, Germany, Ireland, France, Spain and other countries as well. All these leaders and plenty of other influential people along with the citizens of Europe work together in order to raise money to improve living conditions in Africa. With so much support, Comic Relief's Red Nose Day raised over 20 million pounds, making a huge difference in Africa just this year.

Through the cooperation and participation of others, change can be made anywhere. The agglomeration of skills, ideas and effort is a key way to making a difference in whatever one sets out to do.

Score Point 4

In this concise essay, the writer presents the clear thesis that “sometimes the only way to make a difference is [through] cooperation.” This essay is tightly controlled because the writer maintains a clear focus on Africa and the Red Nose Day. All of the ideas support the thesis, and each sentence builds on the one before it, increasing the overall development and fluency of the piece. Pertinent details emphasize how cooperation rests at the heart of Red Nose Day’s success. Additionally, purposeful and precise word choice (“agglomeration of skills”) reflects a keen awareness of the expository writing task and establishes an appropriate expository tone.

Working together to make a difference in the world may seem like a difficult task, but it can bring rewarding results. A way that people can accomplish this may be in a community as small as a school. For example, a school may begin a recycling program to benefit the environment.

For a schoolwide recycling program to work, it is necessary for someone to take initiative and encourage a large amount of participation. For example, this can be done by passing out flyers promoting a recycling program throughout the school and having administrators, such as principals and vice principals, endorse the recycling program, enhancing its efficiency.

As mentioned before, to be able to make a difference, a good cause needs many participants. This can be achieved by speaking to the students about the recycling program and encouraging everyone to help. Some examples include reusing plastic grocery bags, reusing containers such as cardboard boxes, placing water bottles in a recycling bin so it can be taken to a recycling center, and recycling paper. As part of the recycling initiative, a school will also organize events such as park cleanups where volunteers, students, teachers, and administrators all go to a designated place with litter (such as a park) and assist in cleanup to make it a safer, cleaner area. In time, the efforts of the community will pay off, which may encourage other people or groups to do the same.

By working together, a group of people are able to achieve great things. A schoolwide recycling program will not only benefit the environment in the larger picture, but it can also be a way to foster teamwork in a small community, and to have an enjoyable experience while making a difference in the world.

Score Point 4

In this accomplished writing performance, the writer begins by establishing a clear thesis, stating that “working together to make a difference in the world may seem like a difficult task, but it can bring rewarding results.” To illustrate this thesis, the writer thoroughly outlines and develops a plan of action for a “schoolwide recycling program.” The organizational structure is clearly appropriate to the expository purpose and is responsive to the specific demands of the prompt. All the ideas are strongly related to the thesis, and the writer’s train of thought is logical and easy to follow. The essay is thoughtful and engaging, as the student thoroughly explains everything from the necessity “to take initiative and encourage a large amount of participation” to the specific ways in which people can work together to make a difference by improving the environment. The sentences are varied and well controlled, each adding more detail and substance to the development. The conclusion further expands upon the thesis set forth in the introduction, emphasizing the positive potential effects of the recycling initiative at both the local and global level.

Many children around the world will never step foot in a classroom, enjoy the joy of a good test grade, or experience the pain of a bad test grade. While some American students would rejoice if they were told that school was cancelled forever, the effects of a lack of education slow the global community and deny children of their rights. To make a difference, people must work together to broaden education throughout the world.

To uphold a successful learning community, is a large task one person cannot bear alone. There is a need for teachers, nurses, administrators, and funding. In order to take education worldwide, lawyers and government cooperation would also be necessary. None of these factors would be easy to obtain, but the effects would be tremendous.

When one looks to the US, one can hear bells ringing and children screaming for many blocks around a public elementary, middle, or high school. Because education is widespread and mandatory, the U.S. has been a superpower in the world economy. Education in the US was not always widespread. When people stood together and asked the government for reform, it happened. It took cities, states, and organizations filled with individuals asking for change to occur.

When one looks to India's education the picture is not quite as pretty. Something rarely occurs. Many experts agree that the widespread abuse of women is even due to a lack of education. However many organizations with many volunteers have worked to educate young children, so women do not have to face this problem. These same experts say by educating women they are given the ability to survive on their own. Men know the importance of women in society.

When looking at the contrast between the U.S. and India, dramatic differences are seen. The positive aspects of the U.S. are due to education, and the negative aspects of Indian society are due to a lack of education. When people came to gether, education spread, so the positive reigns above the negative.

Score Point 4

In the introductory paragraph of this accomplished writing performance, the writer establishes a vivid contrast between the children who will “never step foot in a classroom” and those who are fortunate enough to “experience the pain of a bad test grade.” This engaging introduction immediately establishes an appropriate expository tone that is maintained throughout the entirety of the response, culminating with a clear thesis: “to make a difference, people must work together to broaden education throughout the world.” The writer sustains focus on educational systems from beginning to end, providing insightful commentary and specific, well-chosen examples. Purposeful, precise word choice consistently reflects a keen awareness of the explanatory task and fully illustrates the writer’s ideas in every paragraph. The writer develops the essay in a unique and thoughtful manner, demonstrating a thorough understanding of the expository writing task.

120581-115078 • Y717E.8 • Printed in U.S.A.

801303

